

Differentiated Instruction

using



Software

Linda Vandeven
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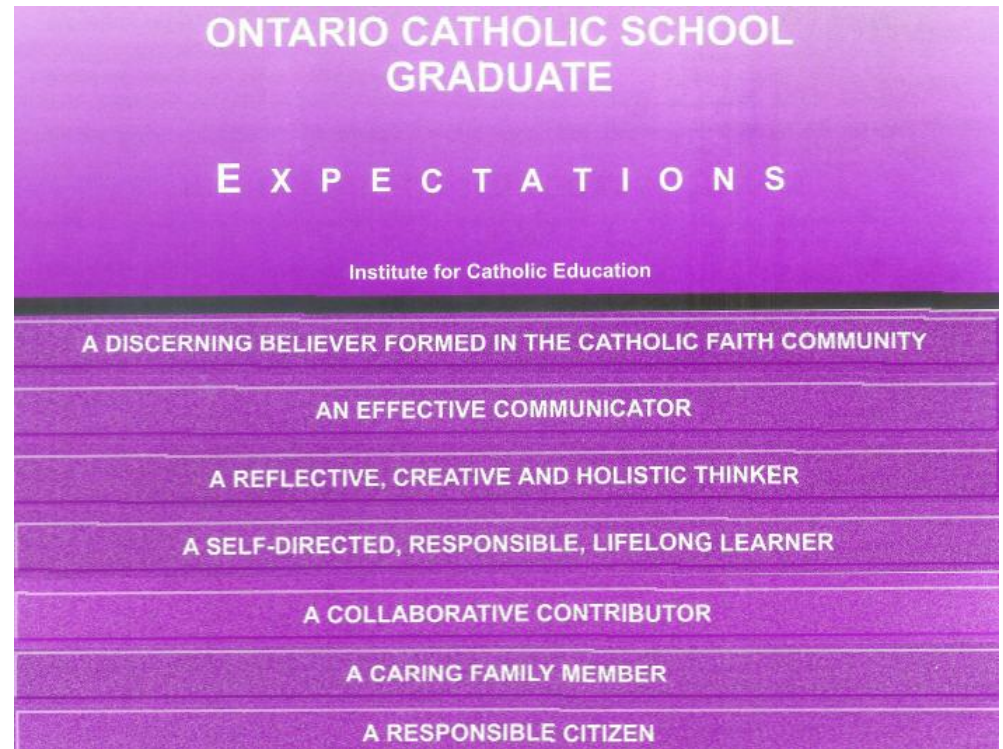
When Faith Meets Pedagogy XIV Conference
Oct. 23, 2009



How DI aligns with the CGEs

“Catholic schools provide educational programs and services for students with a variety of **learning needs and abilities**.

This framework document recognizes the need for **flexibility to accommodate individual student difference.** “

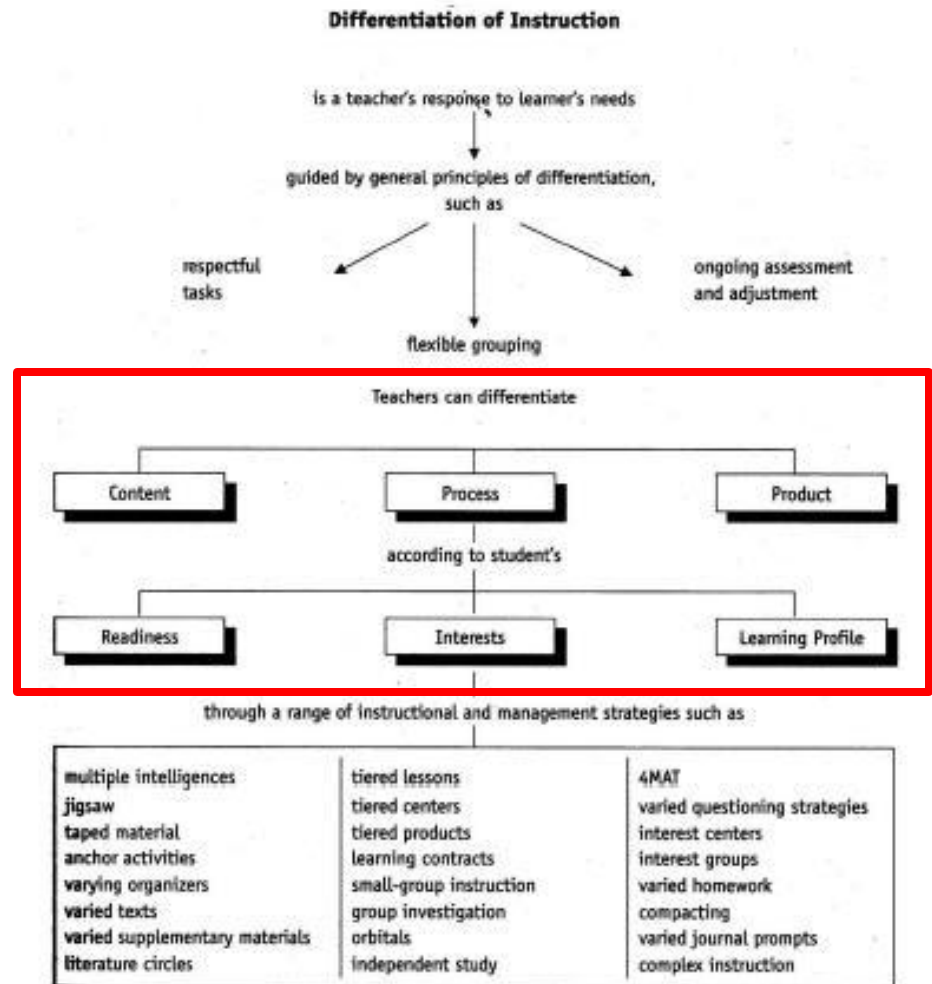


Definition of DI

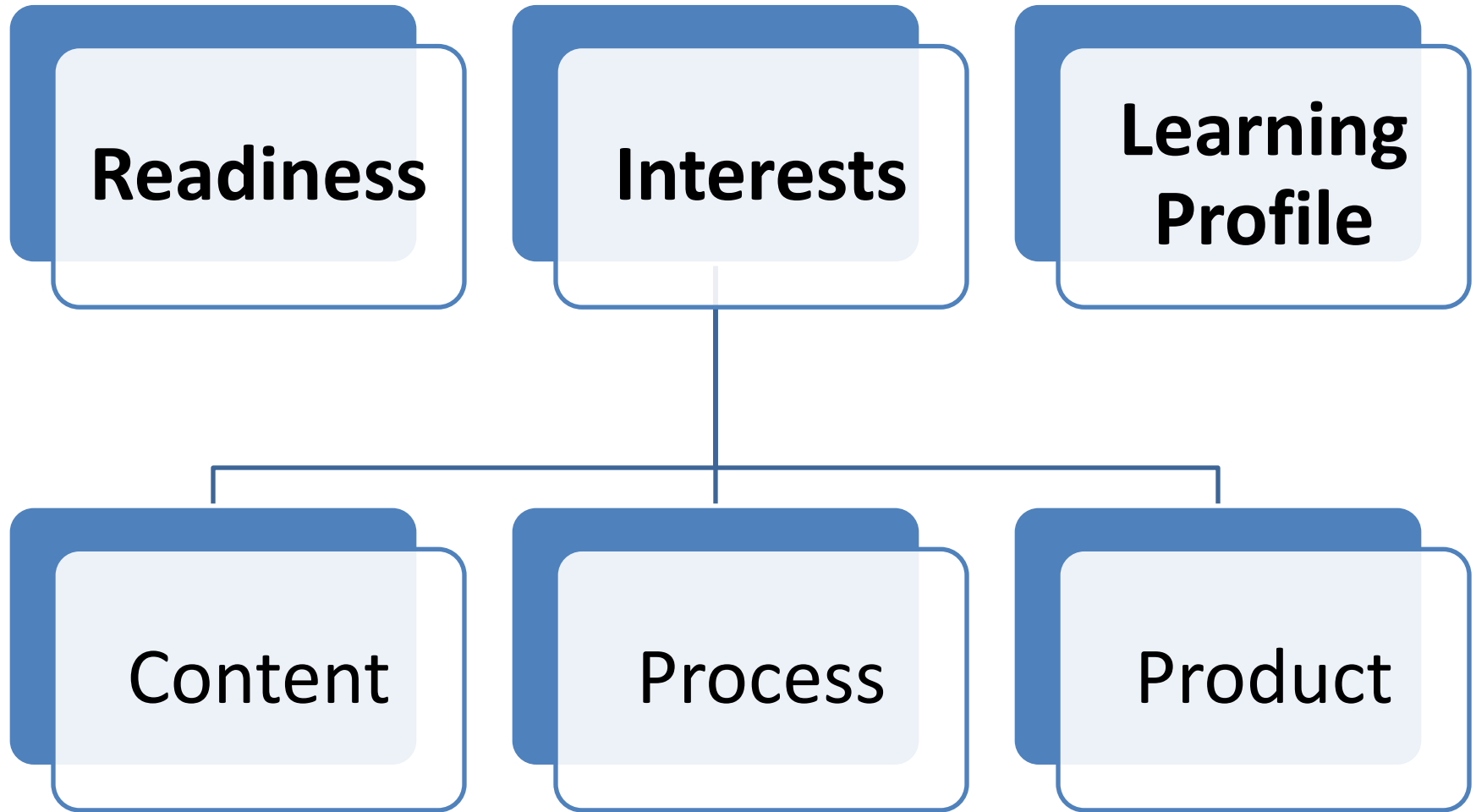
- “Effective instruction that is **responsive** to the **learning preferences, interests** and **readiness** of the individual learner.”
- “Differentiated instruction means that students receive **qualitatively different instruction based on their needs**, *not simply more or less of the same thing*. It may require teachers to adapt all aspects of their literacy programming, including teaching strategies, content, resources, assessment methods, and student groupings.”

(Literacy for Learning Report of the Expert Panel, 2004 p. 41)

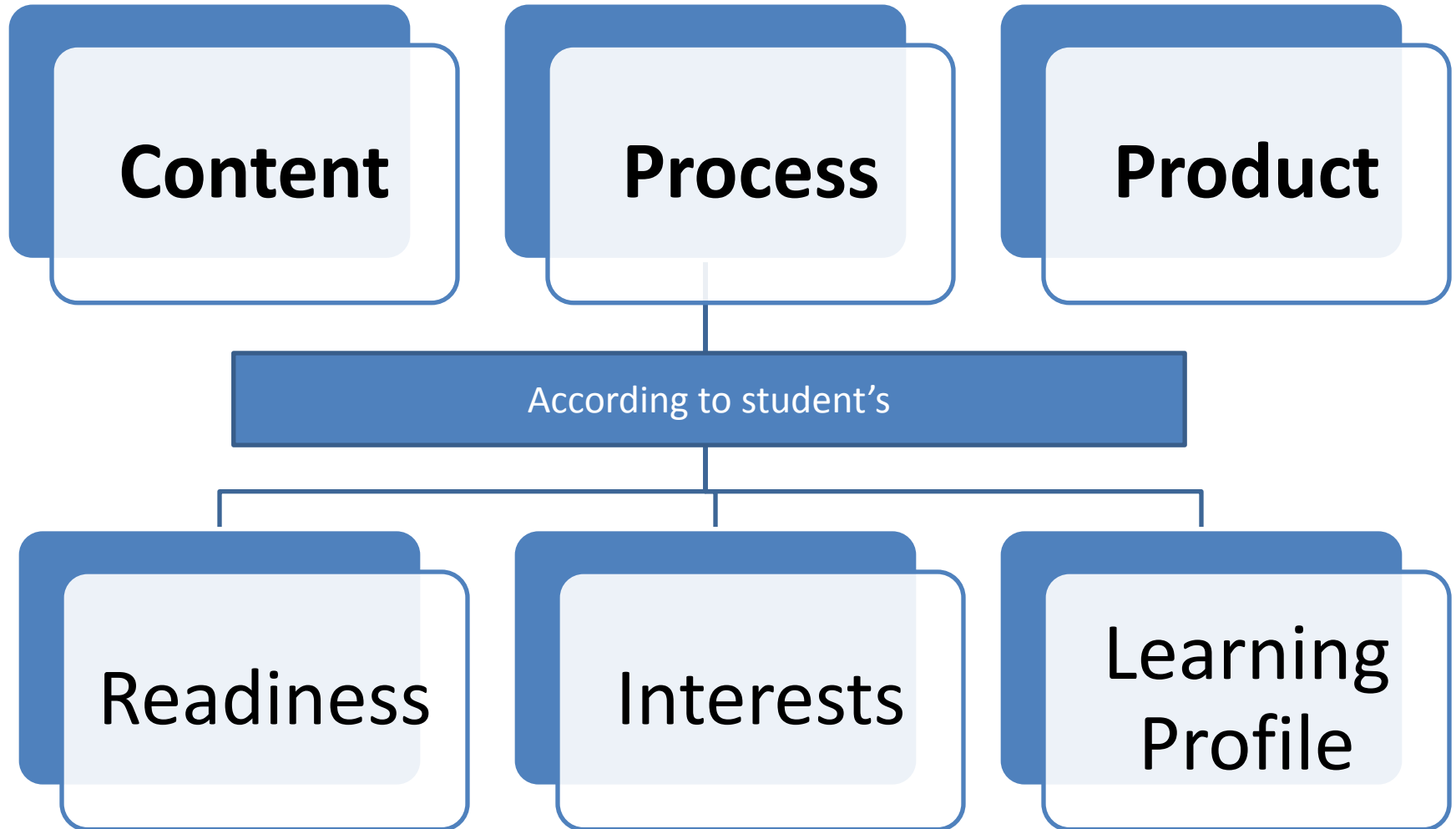
- Figure 1. Tomlinson’s Differentiation of Instruction Model (Tomlinson, 1999b, p. 15)



When you begin your planning,
begin with student:



Teachers can differentiate



Differentiating the **Content**

- Also known as the topic
- It is the knowledge, skills and attitudes student need to learn
- Formative assessment is required so the teacher can identify the students who do not require direct instruction
- Students who demonstrate an understanding of the concept can skip the instruction piece and proceed to apply the concepts to the task of solving a problem (compacting the curriculum)
- Or an able student can simply be allowed to work ahead independently on some projects, i.e. they cover the content faster than their peers

Differentiating the **Process**

- Also known as activities
- This means **varying learning activities** or **strategies** to provide appropriate methods for students to explore the concepts
- Students should have **alternative paths** to manipulate the ideas embedded within the concept
- For example, students may use graphic organizers, maps, diagrams **or** charts to display their comprehension of concepts covered

Differentiating the **Product**

- Means varying the **complexity** of the product, but still requires students demonstrate mastery of the concepts
- Designed to provide different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness
- There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of [product](#)
- Merely a **different way** to “show what they know”

Need more Information on D.I.?

- Go to [LDCSB Intermediate Curriculum Differentiated Instruction Page](#)
- Tiered Lesson Planning Template:
http://www.ldcsb.on.ca/schoolservices/programs/intcursupport/useful_stuff/D.I/Tiering/tiered%20lesson%20blank.pdf
- Completed Lesson Planning Template:
http://www.ldcsb.on.ca/schoolservices/programs/intcursupport/useful_stuff/D.I/Tiering/tiered%20lesson%20example.pdf
- A Template for Designing a Tiered Activity:
http://www.ldcsb.on.ca/schoolservices/programs/intcursupport/useful_stuff/D.I/Tiering/tieredactivity_blank.pdf

Language Gr. 1-8

Media Literacy Strand

- 2006 curriculum documents - Media Literacy is now a **full area of study**
- **Focus** = to foster **critical thinking** as it applies to media products and messages
- *Media literacy explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites*

Overall Expectations

Language 1-8

The Media Literacy strand has four overall expectations

Students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;**
4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

The Ontario Curriculum Grades 1-8 Language, 2006.

Ontario Ministry of Education and Training

Media Literacy - A Different Focus

- **Grades 1 to 3** - the curriculum document observes, *most of what primary students know about language comes from listening and speaking with others, being read to by adults, and interacting with media texts such as advertisements, television programs, video games, songs, photographs, and films.*
- **Grades 4-6** - the curriculum document states that students should have access to, *“media texts such as movie trailers, graphic designs for various products, newspaper or magazine articles, video games, comic books, flyers, posters, websites, and e-mails provide a variety of sources to motivate and engage diverse groups of students.”*
- **Grades 7-8** - the curriculum has expectations that students, *“critically analyse and evaluate perspectives in texts and the influence of media on their lives; and to write about and discuss topics of relevance that matter in their daily lives”*. A list of texts teachers should incorporate include, *“media texts such as magazines, online zines, websites, blogs, public-service announcements, comedy shows, video games, and newspapers.”*

Grades 9 - 10 Media Studies Focus

- focuses on the construction of meaning through the combination of several media “languages” – images, sounds, graphics, and words.
- *explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and Web sites.*
- *should have opportunities to view, analyse, and discuss a wide variety of media texts and relate them to their own experience.*
- *should also have opportunities to use available technologies to create media texts of different types (e.g., computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, Web pages).*

Gr. 11-12 English Language Study

- Focus on the construction of meaning through the combination of several media “languages” – images, sounds, graphics, and words.
- *Media Studies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and Web sites.*
- *Students should have opportunities to view, analyse, and discuss a wide variety of media texts and relate them to their own experience.*
- *Should also have opportunities to use available technologies to **create media texts** of different types (e.g., computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, Web pages).*
- *This strand focuses on helping students develop the skills required to **understand, create, and critically interpret** media texts.*

Supports for Lesson Preparation

1. Media Awareness Network:
 - <http://www.media-awareness.ca/english/index.cfm>
2. Media Awareness Lesson Library:
 - <http://www.media-awareness.ca/english/teachers/index.cfm>
3. [*In Graphic Detail*](#), by David Booth & Kathy Gould Lundy
4. [Using Graphic Novels in the Classroom](#) by Jeff Smith
5. <http://readwritethink.org> – access the search feature at:
http://thinkfinity.org/PartnerSearch.aspx?orgn_id=9 (type in **comic**) to
get the [Comic Search Results](#)
6. Interactive Comic Vocabulary at:
<http://www.readwritethink.org/materials/comic/vocabulary.html>
7. [Nelson Literacy 8](#) – [Unit 3 – Secrets](#) – Lesson on How to Create a Comic

Gr. 7

- http://www.media-awareness.ca/english/resources/educational/media_education/ontario/curriculum_charts/on_eia_7_chart.cfm
- [Comic Book Character Analysis lesson](#)

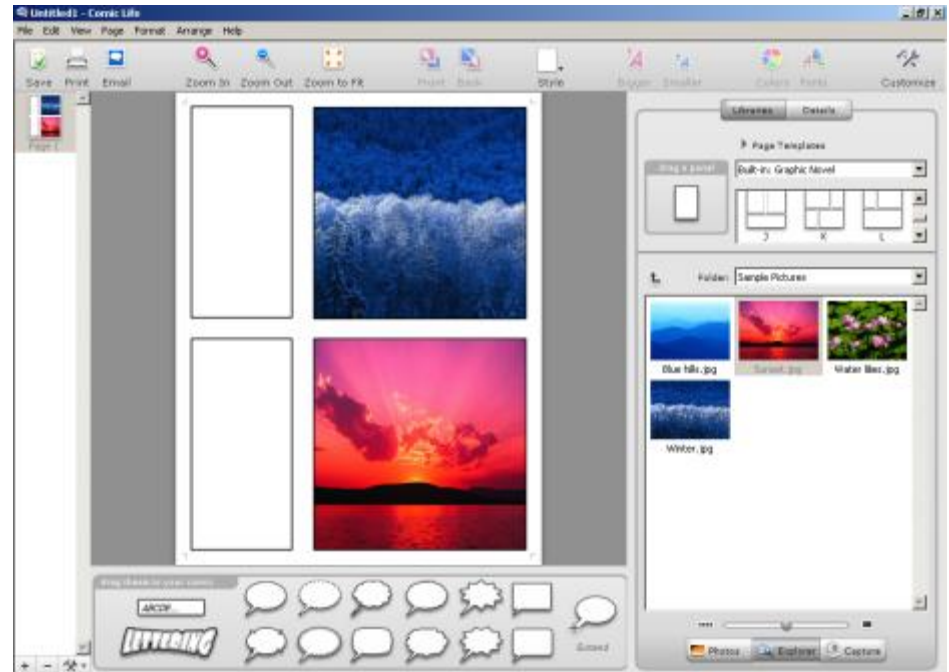
Comic Life



- For: Grade 1-12
- Available in English & French
- Subject(s): Cross Curricular; English Language Arts; French Language Arts; Special Education; Visual Arts
- Uses digital photos
- Drag-and-drop images from the Photo viewer or desktop
- Library of premade templates, styles and fonts
- 40 Fonts, 322 Templates, and 180 Styles to choose from
- Webcam / DV Cam image capture
- Bendable, authentic comic lettering text
- http://www.osapac.org/db/view_software.php?id=430
- http://www.osapac.org/db/view_software.php?id=430&tab=curriculumconnections
- [Uses in a Classroom](#)

How simple it is...!

- Select a **template**
- Add **digital images** from your computer or a connected digital camera or camcorder. Or draw your own (on the computer or on paper), scan them to create a digital format.
- Select a **style/filter** for digital images.
- Add **text containers** and **text**
- Save (frequently) and export to your format of choice (digital or paper), including an HTML export that creates a flip through comic book



Differentiated Instruction

- In the slides following, you will see how teachers can use Comic Life to differentiate instruction in terms of:
- **The Process** – the learning opportunities are needed to help the students learn the concept/skill/strategy

and

- **The Product** – how students show their understanding of the concept/skill/strategy based on their readiness, interests, and/or learning preferences

Teacher-Created Work

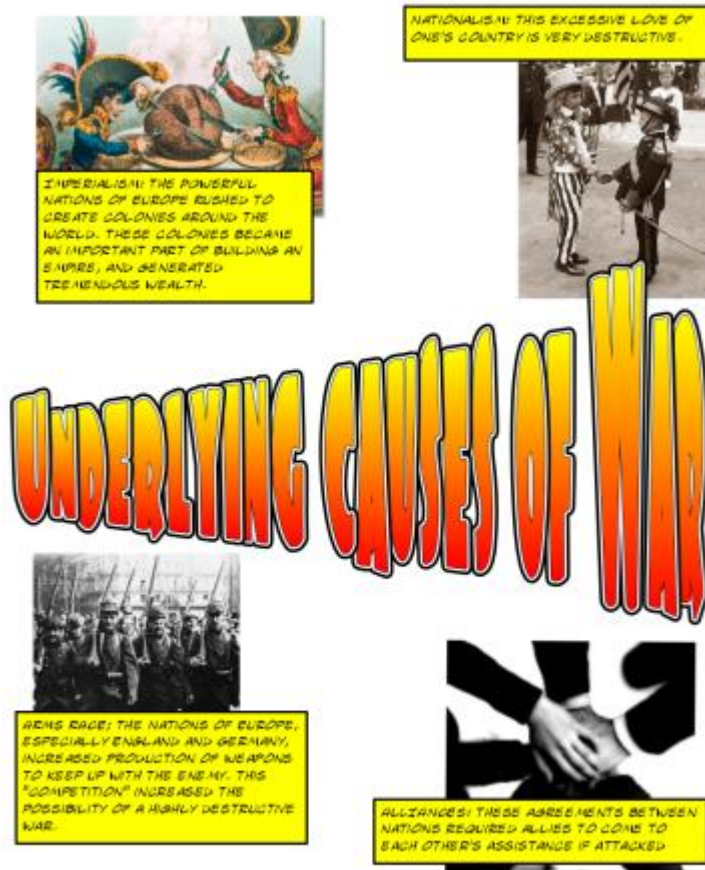
- Visual Instructional Plan for a 3 Part Open Response Question on the EQAO test
- a.k.a. an Anchor Chart



With Permission:
Amanda Parker
Holy Family School, London

PROCESS

Teacher-Created Work to Support Differentiated Instruction



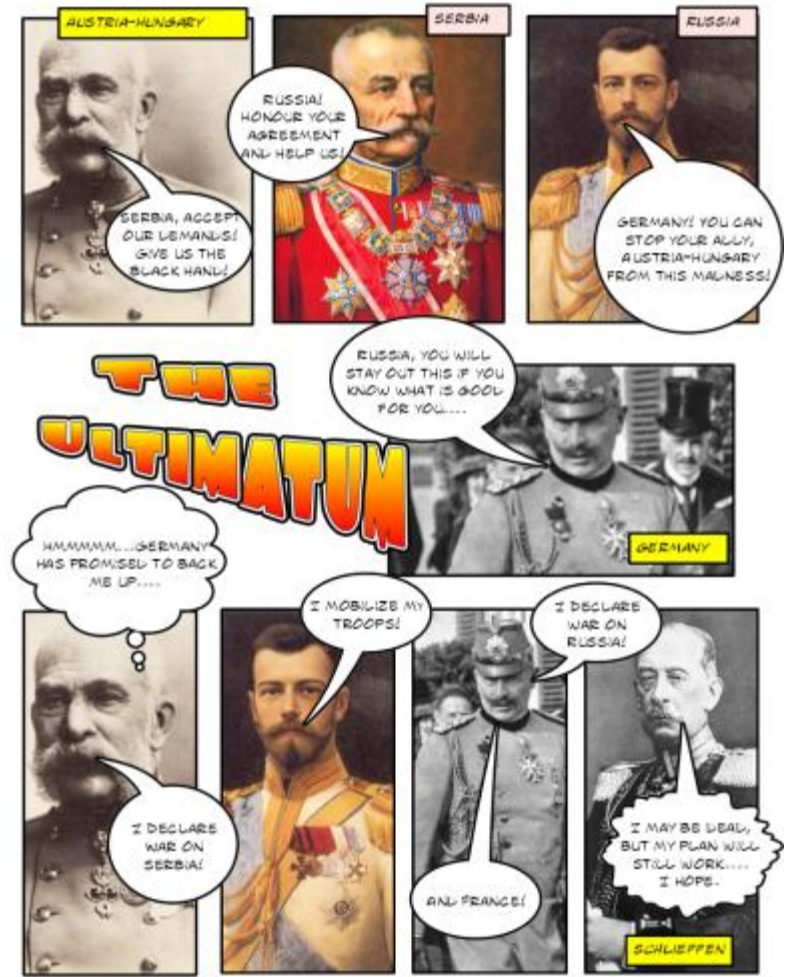
PROCESS

Teacher-Created Work

- “The students in my CHC 2D class were struggling with some of the details regarding the start of World War I. We spent a few minutes in the second week on a quick learning styles quiz, which indicated that the vast majority of the students are visual or kinesthetic learners. This, combined with their general disinterest in reading, meant that I needed to find creative ways to reinforce key concepts.
- Having used Comic Life before, I decided it might be the best place to start. It is incredibly easy to use, and helps users produce interesting work in a short period of time.
- I gave each of my students a copy of the document, and asked them to read it to review what we had discussed. Because I wanted to see if this helps them learn the concepts independently, I asked them to read the document on their own. I plan on coming back to the topic later this week.
- Hopefully, the combination of visuals and short descriptions will capture their interest, and help them understand the underlying causes of the war.”

With Permission:

Jim Pedrech, Holy Cross Catholic Secondary School, Strathroy



PROCESS

For Group Work

- Have groups work collaboratively to summarize a chapter using Comic Life software (instead of chart paper and pen) – you will need to have several computers available
- Have groups work collaboratively to illustrate a concept – role of women in World War II
- Print and share notes with the class instead of taking notes in a group and giving an oral summary

PROCESS

Student-Created Work

Grade 5 – Heritage Sample

- <http://www.opencourtresources.com/ocr/grade5/units/heritage/pdfs/heritage1.jpg>




- With permission:
opencourtresources.com







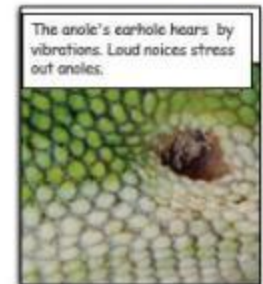

PRODUCT

More Student Samples

Penguins
Name: Jordan and Samantha

I Knew	I Learned	I Want to Know
		
<p>Penguins are birds that don't fly.</p> <p>Penguins lay eggs.</p> <p>Penguins are cute.</p>	<p>Penguins live in family groups.</p> <p>They can swim 10-15 kilometers an hour.</p> <p>The Emperor Penguin is the largest.</p>	<p>How many kinds of penguins are there?</p> <p>Do penguins live in the USA?</p> <p>Do penguins make noise?</p>

ANOLE By: Sam & Joel

 When anoles get angry, a pink dewlap opens out.	 The anole's eye is sensitive to light. They eat crickets and small insects.
 The anoles have sticky stuff on their feet so they can climb. They use their toes to catch their prey. The chameleon is a secondary consumer.	 The anole's tail can break off if something grabs it. It can grow a new tail.
 The anole's earhole hears by vibrations. Loud noises stress out anoles.	 An anole can blend in with its environment. This helps it hide from its predators like an owl. The skin on the anole is scaly and it's green. It can turn brown if it gets stressed.

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More Student Samples

Monarch Cycle by: Mrs. Steven's 2nd Grade Class



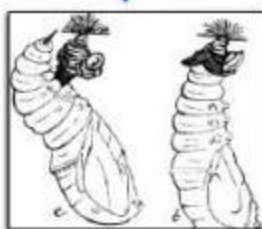
The monarch butterfly lays eggs on the milkweed plant. The eggs hatch after four days.



Monarchs begin as small larva or caterpillars for a couple of weeks. They eat milkweed leaves.



After 14 days the adult butterfly emerges from the chrysalis. The monarch lives from 2-6 weeks. They cannot eat. They drink through the proboscis.



The caterpillar forms a shiny green and gold chrysalis. This is called the pupal stage. This lasts about 10 days. The caterpillar turns into a butterfly. This is called metamorphosis.

An Interview with the Blood

By Kelsey

PLEASE INTRODUCE YOURSELF AND TELL US WHAT YOU ARE MADE OF.

I AM BLOOD- I AM MADE OUT OF WHITE BLOOD CELLS, RED BLOOD CELLS,

HOW DO YOU HELP THE HUMAN BODY?

MY RED BLOOD CELLS ARE ALWAYS DELIVERING OXYGEN THROUGHOUT THE BODY TO OTHER CELLS. MY WHITE BLOOD CELLS HELP FIGHT DISEASES.

DOES ANYONE HELP YOU WITH YOUR JOB?

WHY ARE YOU AN IMPORTANT PART OF THE HUMAN BODY?

CAPILLARIES, VEINS, ARTERIES AND THE HEART HELP ME. WITHOUT THE HEART I WOULDN'T BE PUMPED TO MY TRANSPORT SYSTEM: THE ARTERIES, VEINS, AND CAPILLARIES.

WITHOUT ME THE HEART WON'T HAVE ANYTHING TO PUMP. IF YOUR HEART ISN'T

WHAT IS YOUR MAIN JOB?

MY MAIN JOB IS TO DELIVER MYSELF THROUGHOUT THE BODY. I ALSO CARRY AND DELIVER OXYGEN. ANOTHER JOB IS CLOTTING, WHICH IS THE HEALING OF CUTS AND WOUNDS.

WHAT BODY PART DO YOU THINK THE BODY COULD LIVE WITHOUT?

I THINK EITHER THE ESOPHAGUS OR THE STOMACH COULD BE REPLACED BY TUBES.

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PRODUCT

More Student Samples

Charlotte's Web

		
Author- E.B. White	Setting-The story takes place on Mr. Zuckerman's Farm. Later they all go to the County Fair.	Characters-The characters are Wilbur the pig, Charlotte the spider, Fern an 8 year old girl and other farm animals.
Book Report by: Marta		
		
Problem-The sheep tell Wilbur that he will be killed and eaten at Christmas dinner.	Solution-Charlotte writes SOME PIG in her spider web. Wilbur becomes famous and goes to the County Fair and wins a prize.	Personal Recommendation- This book is awesome. I love the characters. It is a bit sad at the end when Charlotte dies, but later her babies hatch.

	
HELLO I AM GEORGE HANDEL 1685-1759. I AM GERMAN	I WAS IN BAND FROM MUSIC BY MY DAD WHEN I WAS A CHILD BUT MY MOTHER SNUCK A CLAVICHORD IN THE ATTIC FOR ME.
	
I FIRST GAINED ACCESS TO A CHAPEL ORGAN WHEN I WAS 7	OFTEN YELLED AT PERFORMER WHO DIDN'T LISTEN
	
I DEVELOPED A NEW FORM OF MUSIC CALLED ENGLISH ORATORIO	I PLAYED THE VIOLIN AND I WAS A MUSIC TEACHER

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More Student Samples

Ecology Cause and Effect by: Aidan



Cause: People go shopping and use non biodegradable plastic bags.



Effect: Americans throw away 100 billion plastic bags every year. Only .6% are recycled. While the majority of the bags fill landfills, many end up blowing away and getting caught in trees and other beautiful places in nature.



Cause: People like the convenience of disposable water bottles.



Effect: Americans consume over 189 billion beverage containers in one year. That is about 650 containers per person per year. Less than 1/5 of those are recycled.



Cause: People like the newest and best models of technology.



Effect: About 63 million computers will be retired in a year. The monitors contain lead and other toxic materials. Many of the computers end up in landfills, bringing high toxic levels to our environment.



Create a Food Chain



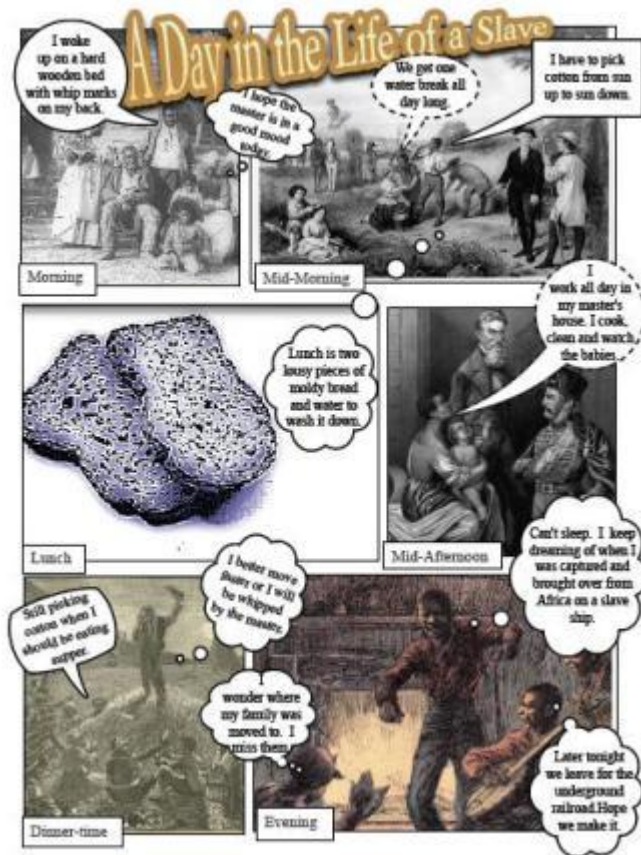
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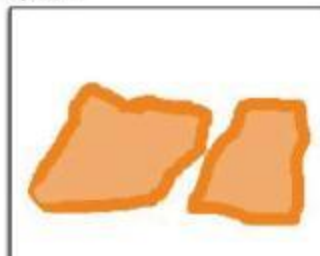
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More Student Samples

How to Make a P & J Sandwich

by: Frank



Step 1 First you get two pieces of bread and put them on a plate.



Step 2 Then you put peanut butter on one piece of bread. Use a knife without any sharp edges.



Step 3 Next you put jelly on the other piece of bread.



Step 4 Last put the two pieces of bread together and eat the sandwich. YUMMY!

Balloons often use Helium to stay in the air....

He is it's symbol and He: is it's dot notation

I'M A HELIUM NEON LASER!!

HELIUM ORIGINATED FROM THE GREEK WORD HELIOS MEANING SUN

HELIUM'S DENSITY @ 299K = .0001787 GRAMS/ CUBIC CENTIMETER

Helium's electron configuration is 1s² and it's orbital notation is two arrows one spinning up one down, over 1s.

HELIIUM!!!

2
He
4.00

HELIUM WAS DISCOVERED IN SCOTLAND IN 1895 BY SIR WILLIAM RAMSEY.

MELTING POINT- 1K

ATOMIC RADIUS- 31 PM

1ST IONIZATION ENERGY- 2372.3 KJ/ MOLE

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PRODUCT

More Student Samples

Billy's Birthday
By Hannah

<p>In the beginning...</p>  <p>It is Billy's birthday. He is seven years old today. He is going to have a birthday party with all his friends. At his party they are going to play games and have pizza and ice cream. Billy can't wait for the party to start.</p>	<p>Then...</p>  <p>It is finally time for the birthday party and all of Billy's friends are coming to his house. But there is bad news. All the ice cream for the party is ruined. It melted. Billy is so sad he is crying. All of his friends are going to see Billy crying.</p>	<p>Finally...</p>  <p>Billy stops crying before his friends see him. They all have fun at the party. After everybody eats the pizza they start cheering for dessert. Just as Billy is about to start crying again his dad brings out popsicles and pudding pops. Everybody eats them and goes home.</p>
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FALLING



FALLING FREE



GONE IS THE TREE



A RAINBOW OF FRIENDS



A POEM BY M.S.

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PRODUCT

More Samples

Student & Teacher Newsletters

NELSON NEWS

EDITORS: SHERILYN, JENNY, AND SARAH

DATE: FEBRUARY 2, 2008

LEAD STORY

HOW HAS LILY HAD AN AWESOME LIFE SO FAR OR WHAT? LET ME TELL YOU ALL ABOUT IT. SHE HAS TWO FISH, WILLIS AND GILBERT. THEY ARE GOLDFISH. SHE ALSO HAS A SISTER, KATIE. SHE THINKS KATIE IS AWESOME TO PLAY WITH. HER RESPONSIBILITIES AT HOME ARE TO FEED THE FISH. AT SCHOOL HER RESPONSIBILITIES ARE TO TRY HER HARDEST.

IN HER FREE TIME SHE PLAYS WITH HER SISTER AND GOES ON THE COMPUTER. AFTER SCHOOL SHE PLAYS SOCCER AND DOES DANCE AND CHEERLEADING. SHE ALSO LIKES TO PLAY WITH FRIENDS. ALL THESE ACTIVITIES ARE A LOT OF FUN SHE SAYS.

HER FAVORITE T.V. SHOW IS AMERICAN IDOL. SHE LOVES CHOCOLATE ICE CREAM. PINK IS HER FAVORITE COLOR. THE CHICAGO BEARS ARE JUST ABOUT HER FAVORITE SPORTS TEAM EVER.

INTERESTING INTEREST

SHOOT! SHOOT! GOAL! WE WON! WE WON! SOCCER IS SUCH A THRILLING SPORT. I LOVE IT. I LOVE THE EXCITEMENT YOU GET WHEN YOU HAVE THE BALL. WHEN YOU SHOOT A GOAL AND MAKE IT YOU FEEL SO GOOD. SOCCER IS MY FAVORITE SPORT TO PLAY AND I HAVE BEEN PLAYING IT FOR 6 YEARS.

IDENTIFY YOURSELF

LILY IS ALWAYS POSITIVE, CHEERFUL, JOYFUL, AND CARING. YOU CAN CALL HER SWEET, KIND, INTELLIGENT, AND OF COURSE CRAZY. PLUS SHE IS ALWAYS ENERGETIC AND ENTHUSIASTIC.



GOALS

I WILL TRY TO DO GOOD IN SCHOOL. TO KEEP AN A OR B AVERAGE. I WILL STILL TRY TO HAVE TIME FOR FRIENDS TOO. ONE WAY I COULD DO BETTER IN SCHOOL IS TO STUDY MORE AND HARDER. FINALLY AFTER STUDYING I COULD PLAY WITH FRIENDS. THIS WAY I GET TIME FOR BOTH. THIS MAY ACTUALLY WORK.

FOR A LONG TERM GOAL I WANT TO GO TO A GOOD COLLEGE AND GRADUATE HEAD OF THE CLASS. IF I TRY TO DO THIS I WOULD HAVE TO WORK ON THIS REALLY HARD. I WOULD HAVE TO DO WELL IN SCHOOL BEFORE COLLEGE SO I CAN GET INTO A GOOD ONE. LISTENING TO ALL MY TEACHERS' ADVICE WILL HELP A LOT TOO.



First Grade News

Mrs. Neuman's Class
Westwood Elementary School



Week of May 5-9

May 5: Hot Lunch: Pizza

May 7: Library books due

May 8: Class Play @ 2:00

May 9: Spelling Test Unit 22



Volunteers Needed

Parents: We are still looking for help with the ice cream social, book fair, and our end of the year party. Please contact me if you can help out.

Kara Neuman
(562) 724-3475

neuman.k@westwoodcsd.edu



Writing

We are continuing our work in writing personal narratives. Students are writing about a memorable family event. Some students are writing about birthdays, holidays, vacations, and the birth of a sibling. No matter what the topic, students are writing from the heart to tell their story. Look for a book of these stories to come home soon.



Math Moments

Committing addition and subtraction facts to memory for rapid recall is not only a first grade math goal, it is a skill for future math success. We have been practicing answering 20 addition/subtraction problems in one minute. This is still a bit challenging for some of the students. It would be helpful to review the facts to 10 with your child. Flashcards, computer games, and reviewing the facts during car trips are all ways to practice. Thanks for your help!

Star Student



This week our star student was Mackenzie. She loves to read and play the soccer. Mackenzie enjoys being an older sister to her twin brothers. Thanks for sharing your collection of Webkinz with the class!

The Butterflies are Here!

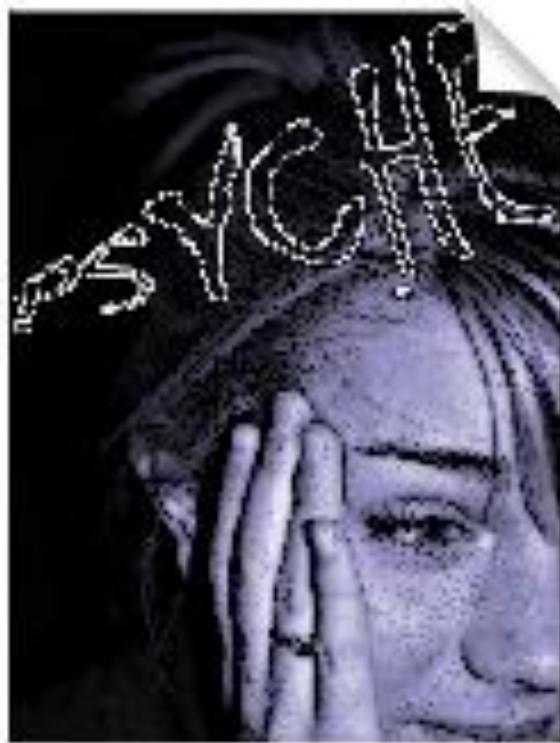
Your first grader may have told you about the new arrivals in our classroom: our monarch caterpillars. We have watched them spin their cocoons and emerge as butterflies. It has been VERY exciting. The children have learned a lot about insects and the life cycle of the butterfly. When the weather cooperates we will release our butterflies to enjoy the outdoors.



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PRODUCT

Student-Created Sample



EMS 30 - Open Level Media Studies
Explain a Movie Genre – Thriller

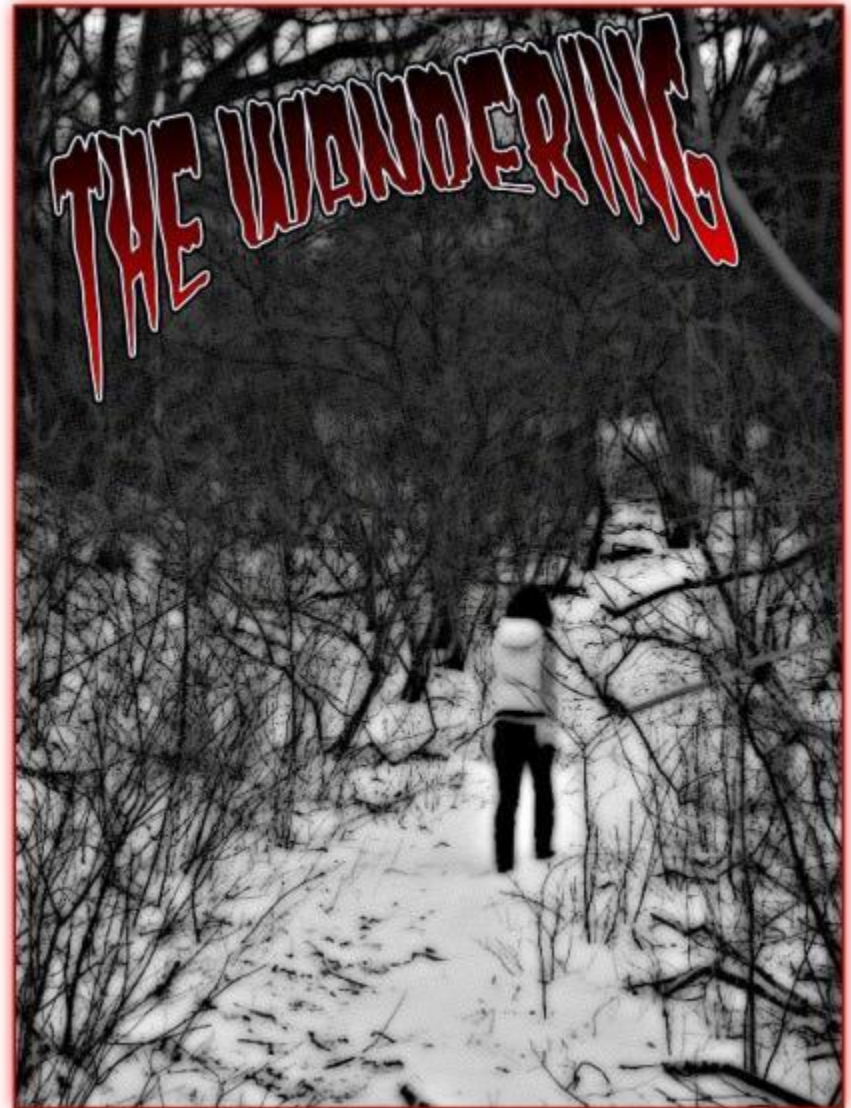
With Permission: Jim Pedrech, Holy Cross Catholic
Secondary School, Strathroy

More Student Samples - Graphic Novel

With Permission:

Jim Pedrech,

Holy Cross Catholic Secondary School,
Strathroy

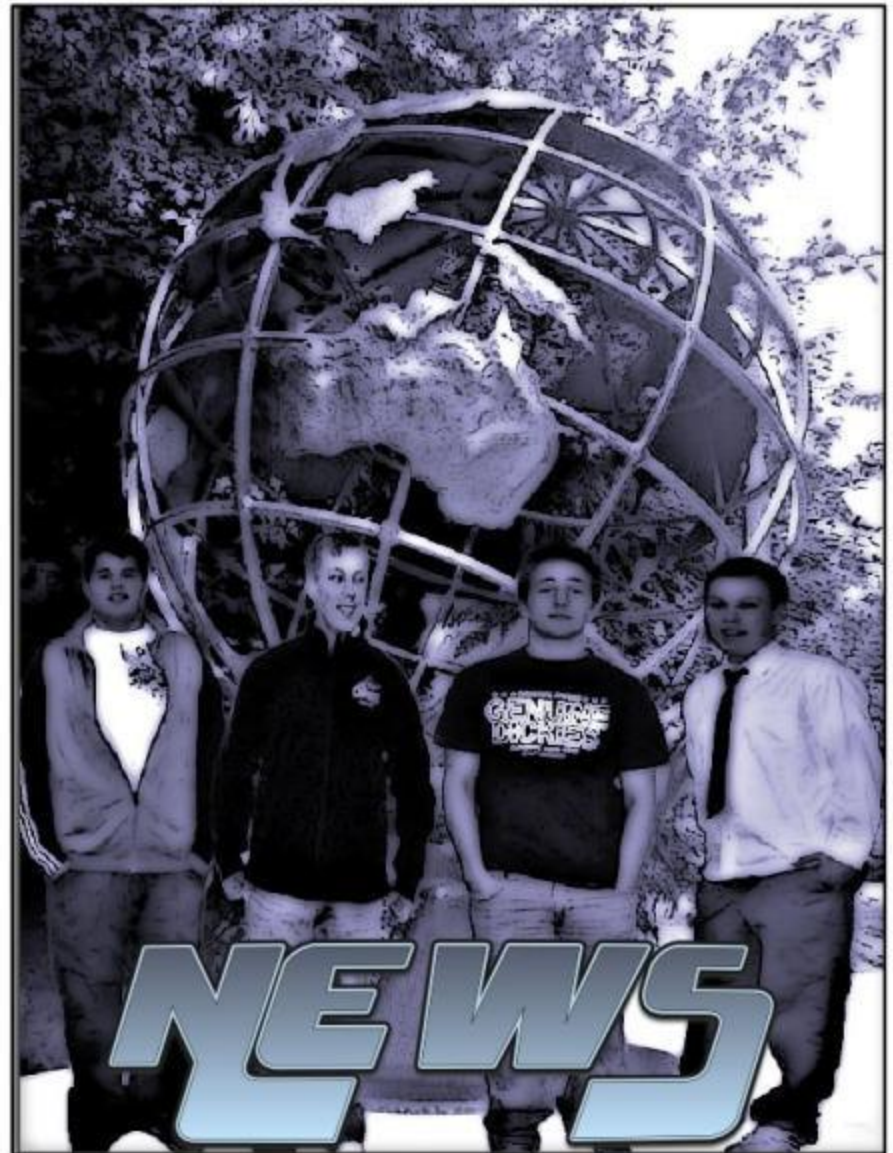


Movie Version

With Permission:

Jim Pedrech,

Holy Cross Catholic Secondary School,
Strathroy



More Resources Available at:

- <http://comic-life.wikispaces.com/Schools>
 - Samples available
 - Resources for learning the program
 - Additional templates
 - Publishing suggestions
- <http://comiclife.com/>
- [Comic Life in Education](#)
 - Includes examples of:
 - Teacher use of Comic Life
 - Language
 - History
 - Mathematics
 - Science
 - Other Uses

The “Critical Thinking” Piece

'JANUARY 21, 2009'



BY LVAN

VERSION 1

CONTENT:

Since many of the late night comedians and even the news media were commenting on Obama's inauguration address, I thought I would do something about this topic as it was timely and interesting. I wanted to incorporate the criticism of Obama's speech and a specific reference to George Bush's use of malapropisms. My, how that man can butcher the English language!

VISUALS:

Since Obama is often grinning, I made him smile in all of the frames. I thought an office setting would be an appropriate environment for me to be in. I'm not so sure about the politicos, however. Should I change this or will it make sense to the viewer?

Created at www.bitstrips.com

'JANUARY 21, 2009'



BY LVAN

VERSION 2

CONTENT:

I realized that I used the word "substance", when I really meant "rhetoric". Normally his speeches are fairly rhetorically pleasing and a bit short on substance. This time, however, the opposite was the case. It was fairly substantive, but "flat" rhetorically. I added the comment by Obama to indicate the general disdain the American public feels toward Bush.

VISUALS:

After looking over the strip, I changed the mouths on the characters. They are only open when the character is speaking which makes more sense. Oops, Barack's mouth isn't open at the end... Maybe I should change this. I also moved Obama away from Bush as I thought the slap on the back in the first version wasn't appropriate.

Created at www.bitstrips.com

The Ministry licensed version of this is at www.bitstripsforschools.com

The “Critical Thinking” Piece

'JANUARY 21, 2009'



BY LVAN

VERSION 3

CONTENT:

I kept the same wording as the last version, but I made Barack's "comment" a thought bubble instead. He seems to be a fairly gracious individual and it didn't seem right to have him comment directly to G.W.

VISUALS:

I moved Obama a bit closer to Bush in this view. I think this shows that, despite their ideological and personal differences, the men can still be civil to one another. I think Obama should be looking at Bush, though. It would seem more natural and more respectful which would strengthen the "getting along" part.

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'JANUARY 21, 2009'



BY LVAN

VERSION 4

CONTENT:

I am finally satisfied with the content. It pokes some mild fun at George Bush's lack of mastery of the English language, while at the same time pointing out that although some people have virtually "canonized" Obama, he isn't perfect either. The contrast between the outgoing administration and the incoming administration is highlighted as well.

VISUALS:

The poses of all the individuals seem the most natural here. I am satisfied with the way Obama is smiling indulgently at Bush with his head tilted. This indicates a listening and respectful attitude. His thoughts contrast nicely to the visuals.

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